

Montana Full-Time Kindergarten Model Curriculum Project

INTRODUCTION

Background Information

The 2007 Montana Legislature appropriated \$1.8 million to the Office of Public Instruction (OPI) to provide technical assistance to K-12 schools in curricular areas such as communication arts, mathematics, science, early childhood education, library media and middle school/at-risk programs. Funding is included for curriculum specialists to develop resources for teachers and administrators based on research-proven best practices in curriculum and classroom instruction, assist with the delivery of professional development, facilitate the revision of the state content and performance standards on the cycle adopted by the Board of Public Education (BPE), and assist with the development of model curriculum and assessment tools to measure student progress toward the standards.

The legislative action directed the OPI to facilitate the review and revision of the content standards and performance descriptors; develop model curricula for full-time kindergarten and science; identify specific needs of teachers and schools of middle school and at risk students; and identify the ways to improve the integration of information technology across the curriculum.

The 2007 Montana Legislature also provided State support to Montana districts for full-time kindergarten for 5 year olds as described in Section 20-7-117, MCA. The kindergarten programs established by Montana districts must be designated by the trustees as half-time or full-time, must be an integral part of the elementary school, and must be financed and governed accordingly.

In the 2007-2008 school year, Full-Time Kindergarten met the participation rates anticipated by the 2007 Legislature. Going into the 2007 session, the Office of Public Instruction estimated 80% of Montana Kindergarten students would be enrolled in Full-Time Kindergarten in the 2007-2008 school year. Based on enrollment counts reported to OPI in October 2007, 79% of Kindergarten students enrolled in a full-time program during the 2007-2008 school year.

Student Data for 2007-2008: 10,681 Kindergarten Students

- 8,431 Kindergarten students (79%) enrolled in Full-Time Kindergarten
- 2,051 Kindergarten students (19%) enrolled in a half-time program
- 199 Kindergarten students (2%) enrolled part-time in a full-time program

District Data for 2007-2008: 269 Elementary Programs with Kindergarten Enrollment

- 176 Elementary Districts (65%) offer Full-Time Kindergarten
 - 3 of these districts offer a combination of Full-Time and Half-Time Kindergarten
- 93 Elementary Districts (35%) offer only Half-Time Kindergarten
 - 13 of these districts have declared intent to offer Full-Time Kindergarten
- 44 Elementary Districts with no Kindergarten students

Educator Data for 2007-2008: Of the 176 Elementary Programs Offering Full-Time Kindergarten

- 398 educators taught kindergarten in the 2006-2007 school year
- 528 educators teaching kindergarten in the 2007-2008 school year
- Increase of 130 (33%) educators

Montana Full-Time Kindergarten Model Curriculum Project

The purpose of the full-time kindergarten model curriculum project is to assure Montana citizens that its public schools are providing all kindergarten teachers a common set of learning expectations for all Montana kindergarteners. The model curriculum may be adopted, adapted or modified by Montana school districts. The role of the model curriculum project team is to develop a model curriculum based on the Montana K-12 Content Standards and Performance Descriptors as set forth by the Montana Board of Public Education. The OPI is charged with facilitating this process.

The work of the full-time kindergarten model curriculum project began in February 2008 with a call for nominations. Project team members were selected from nominations by professional education organizations and met the following criteria: 1) teachers of pre-school through third grade; 2) higher education faculty; 3) geographic distribution; 4) large/small district representation; 5) cultural diversity and special populations; and 6) at least one administrator.

From nominees recommended by the professional education organizations, the OPI staff selected facilitators to guide the work of the project team. The role of the facilitator is to lead the writing process, to review the comments, and assist the OPI with editing the draft and final documents. The facilitators met several times with the OPI staff to establish the process, structure, and agenda for the work sessions.

Montana Full-Time Kindergarten Model Curriculum Project Work Schedule

- March 8-9, 2008
- April 11-13, 2008
- May 2-4, 2008
- May 22-23, 2008
- June 17-18, 2008

Research related to integrated learning, teaching the whole child, the role of play in the classroom, and attention to essential learning expectations guided the work of the project team. Special attention returned again and again to the whole child – social/emotional, intellectual/academic, physical, and creative.

A working draft of the Montana Full-Time Kindergarten Model Curriculum will be presented to the participants attending the State Superintendent's Second Annual Full-Time Kindergarten Conference, August 12-13, 2008, at the Billings Convention Center in Billings, Montana.

Montana Full-Time Kindergarten Model Curriculum Project

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The primary authors of this publication include:

Karen Mikota-Facilitator
Kindergarten Teacher
Helena Public Schools

Terri Middagh-Facilitator
Kindergarten Teacher
Helena Public Schools

Rhonda Baker
Kindergarten Teacher
Harlem Public Schools

Terri Barclay
Technology Specialist
St. Regis Public Schools

Laurie Bowlds
Retired K-2 Teacher
Helena Public Schools

Julie Bullard
Higher Education Faculty
University of Montana –Western

Jane Carlson
Kindergarten Teacher
Lockwood Public Schools

Maria Goebel
Kindergarten Teacher
Helena Public Schools

Megan Lewis
Kindergarten Teacher
Polson Public Schools

Eve Malo
Higher Education Faculty
University of Montana-Western

Elaine Meeks
Primary School Principal
Polson Public Schools

Lynn Navratil
Kindergarten Teacher
Pine Creek Public School

Lisa Thomas
Kindergarten Teacher
Missoula County Public Schools

Linda Vrooman Peterson
Project Director
Office of Public Instruction

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THE MONTANA FULL-TIME KINDERGARTEN MODEL CURRICULUM

Rationale

- Provides for all areas of a child's development.
- Is relevant and intellectually engaging.
- Integrates subject matter to assist students in making connections.
- Supports children's home culture and language.
- Offers a balance between child-initiated and teacher-directed learning.
- Has multiple opportunities for inquiry and problem-based learning.
- Is physically and psychologically safe.

In considering Kindergarten education in Montana, it is essential that school district policies and curriculum reflect the understanding that young children have specific learning needs that are different from older students. Young children learn through hands-on, interactive, personally meaningful experiences that are integrated in ways that address all aspects of the child and their development. Full-time Kindergarten allows for a deeper, not broader curriculum for Montana's children.

RESEARCH BASE FOR THE FULL-TIME KINDERGARTEN MODEL CURRICULUM

Whole Child Research

Current educational practice and policy focus overwhelmingly on academic achievement. This achievement, however, is but one element of student learning and development and only a part of any complete system of educational accountability. Together, these elements support the development of a child who is healthy, knowledgeable, motivated and engaged. To develop the whole child requires that:

Communities Provide

- Family support and involvement,
- Government, civic, and business support and resource, volunteers and advocates, and support for their districts' coordinated school health councils or other collaborative structures.

Schools Provide

- Challenging and engaging curriculum,

- Adequate professional development with collaborative planning time embedded within the school day,
- A safe, healthy, orderly and trusting environment,
- High-quality teachers and administrators,
- A climate that supports strong relationships between adults and students, and
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers Provide

- Evidence-based assessment and instructional practices,
- Rich content and an engaging learning climate,
- Student and family connectedness,
- Effective classroom management, and
- Modeling of healthy behaviors.

Excerpt from: ASCD The Learning Compact Redefined: A Call to Action

**THE LEARNING COMPACT REDEFINED:
A Call to Action
ASCD
2007**

THE NEW COMPACT

- **Each student enters school healthy and learns about and practices a healthy lifestyle.**
- **Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.**
- **Each student is actively engaged in learning and is connected to the school and broader community.**
- **Each student has access to personalized learning and to qualified, caring adults.**
- **Each graduate is prepared for success in college or further study and for employment in a global environment.**

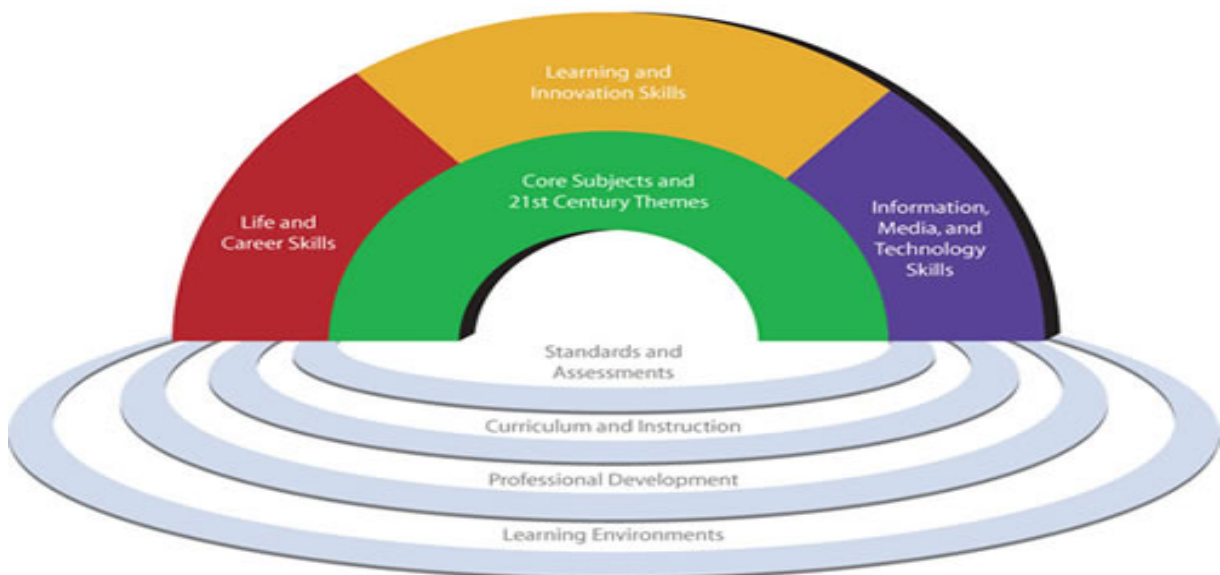
Excerpt from: ASCD The Learning Compact Redefined: A Call to Action

National Association for the Education of Young Children (NAEYC): Early Childhood

The National Association for the Education of Young Children (NAEYC) issued a position statement in 1996, which among other things set forth a summary of the principles of child development and learning. These principles are intended to be guidelines for instructional practices to provide an integrated approach to early childhood education. These principles continue to reflect current understandings that lead to exemplary early childhood practices.

This approach to curriculum design takes into account knowledge about how children develop and learn. The NAEYC principles are generalizations that are intended to inform educators when making decisions about what should be delivered. This document is a summary of the basic understandings put forth by these principles, as well as related information from other sources. The full position paper, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through 8*, is available from the NAEYC.

Framework for 21st Century Learning



The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education. The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills student outcomes (as represented by the arches of the

rainbow) and 21st century skills support systems (as represented by the pools at the bottom):

21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21st Century Learning Environments

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes,
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice,
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work),
- Allows equitable access to quality learning tools, technologies and resources,
- Provides 21st century architectural and interior designs for group, team and individual learning, and
- Supports expanded community and international involvement in learning, both face-to-face and online.

Excerpt from Partnership for 21st Century Skills: <http://www.21stcenturyskills.org/>

GUIDING PRINCIPLES

The Montana Guiding Principles are generalizations intended to inform educators about the development and implementation of Full-Time Kindergarten. These principles recognize that the domains of children's development are closely interrelated.

1. Educating the whole child: Learning through mind, body and heart.

Children benefit from experiences that enhance their physical, social/emotional, intellectual/academic and creative development. In curriculum design, teaching the whole child means creating experiences that integrate all the ways children acquire knowledge and skills while learning about themselves and others. The whole child is healthy, motivated and engaged in learning.

2. Constructing Knowledge: Learning as an active process

Children construct their own understandings of the world around them through observations, hands-on experiences and social interactions. Learners need to be encouraged to explore and question as individuals and as group members. It takes time to learn, to reflect, to discuss and actively build on prior experiences. Full-Time Kindergarten provides the opportunity and time for learners to construct knowledge.

3. Fostering Play: Learning through child-initiated and teacher supported play

Because children are active constructors of their own learning, play is essential as a context for the development of knowledge and skills. It is through interactive play that children practice the skills of cooperation, empathy and conflict resolution. Additionally, play provides opportunities to develop curiosity, self-direction, persistence and motivation. Play supports healthy development across the domains as children engage in new and challenging tasks.

4. Ensuring Health and Safety: Learning in a safe and caring environment

Essential to the development of confidence and continued learning is a school community where children are physically and psychologically safe. Caring and nurturing adult interactions are vital to children's individual physical and mental health, social/emotional, safety and nutritional needs. These needs can be met by on-site services or referral to community resources.

5. Stages of Development: Learning and growing through appropriate experiences

There are relatively predictable sequences of growth and development during the early childhood years. Individual development is a result of both heredity and environment. It is an interactive process between the developing child and experiences in the social and physical environments. Children rely on prior knowledge and concrete experiences to construct new abilities and skills leading to symbolic representation. When the teacher understands the development of children, how children acquire knowledge, and the needs of the individual learner, he or she can plan and create appropriate learning experiences for each child.

6. Differentiating Instruction: Learning through different paths

Children come to kindergarten with a wide variety of previous experiences. Prior knowledge and experiences need to be taken into account when designing and delivering curriculum. For example, the child who has not had language-rich experiences will need more opportunities to listen to stories and engage in reciprocal conversations to address the gap in vocabulary. Additionally, the child who is reading will benefit from instruction at his/her point of need. Differentiated learning opportunities allow each student to perform at optimum levels.

Kindergartners possess a variety of learning needs, abilities, and preferred modes of learning, which may include visual, auditory, tactile and kinesthetic. Instruction should be adapted to diverse learners. Each child is unique, possessing an individual personality, temperament, family and cultural background.

7. Cultural Relevance: Learning in meaningful ways

Development and learning is influenced by the cultural context of the family and community, which includes the family's social norms, ethnic and/or religious group. It is imperative to learn about the cultural context of the child's family and community and recognize that multiple perspectives are to be considered in making decisions about curriculum. The culture, history and essential understandings about Montana American Indians should be integrated in authentic ways that are meaningful to young children.

8. Building Relationships: Learning through partnerships

Quality Full-Time Kindergarten programs develop family and school connections based on mutual respect. It is imperative for teachers to initiate and maintain frequent communication with families encouraging them to be involved in various ways with their children's education. Open and consistent communication creates a reciprocal relationship in which information is shared and common goals are established. Through building relationships with families, teachers have a better understanding of the whole child. Positive partnerships with families in the first year of school create future success for students!

9. Collaborating with the Community: Learning through connections

Students who are connected to the school and the broader community learn from and contribute to others. Utilizing resources in the community can expand classroom learning. It is beneficial for teachers to initiate and maintain communication with community members, encouraging them to be involved in children's education. Making these connections provides an expanded learning environment. Student connections within the community are a first step in developing the 21st century learner at the kindergarten level.

INDIAN EDUCATION FOR ALL (IEFA)

Indian Education for All is about all students in all Montana schools learning about Montana's First People. "It is the intent of the legislature ... that every Montanan ... be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner ... all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents." MCA 20-1-501 In order to fulfill this mandate, kindergarten teachers should strive to integrate the seven essential understandings about Montana Indians throughout the curriculum. (Indian Education for All, Essential Understandings, Web site <http://www.opi.mt.gov/PDF/IndianEd/Resources/EssentialUnderstandings.pdf>)

MONTANA FULL-TIME KINDERGARTEN EXEMPLARY PROGRAM

1. Learning Environment

Creating a child-centered learning environment requires intentional thought and planning. The classroom environment both informs and engages the child; it has the potential to motivate students, enhance learning and reduce behavior problems. For each child to achieve the essential learning expectations, teachers must take into account the following student characteristics when planning for learning activities.

- Self awareness
- Impulse control
- Persistence
- Self-motivation
- Basic interpersonal communication skills

Elements that help to create an exemplary Full-Time Kindergarten classroom environment may include the following.

- A. Create an appropriate learning environment using shelving and furniture to divide the classroom into learning areas and stations, such as:
 - Individual, small and whole group activities
 - Discovery
 - Technology
 - Dramatic play
 - Math manipulatives
 - Listening
 - Art
 - Classroom Library
 - Writing/Literacy
 - Teacher/Student Storage.
- B. Display sufficient quantities of learning materials (manipulatives, puzzles, games) on the shelves that are easily accessed by students. Provide materials that increase awareness of diversity and meet the differentiated instructional needs of students.
- C. Arrange the room so that you have a clear line of sight to students at all times and can reach each student with ease. Seating arrangements should allow for a clear view of instruction. Consider a variety of desk/table arrangements. Change the arrangement to meet the needs and/or activities of the students.
- D. Consider traffic patterns allowing for easy access to sinks, restrooms, active and quiet areas, and small and large group meeting areas.
- E. Establish a literacy-rich environment. Display a variety of print (label objects and areas of the room, student and teacher names, word wall, daily schedule, lunch menu).
- F. Provide space to display student work.

2. Staffing

Adult to student ratio recommendations

Currently, the State of Montana accreditation standards require 1 teacher to 20 students. These standards are meant to be the minimum requirement and not the exemplary. The NAEYC accreditation standards require a 1-10 adult-student ratio. This is typically a certified teacher and a paraprofessional in a classroom of twenty. This recommendation is exclusive of other support services. To fully implement an exemplary

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Full-Time Kindergarten curriculum, this staffing is critical. Without this level of support, the instruction may become more teacher-directed with fewer opportunities for hands-on learning and individualized instruction.

3. Parental Involvement and Communication

Kindergarten programs nurture home-school-community connections through frequent communication and opportunities for involvement in school and classroom activities. Consistent communication creates a reciprocal partnership in which information is shared and common goals are set. This relationship provides the teacher with a better understanding of the child's background and experience. It also provides information to families about essential learning expectations and activities. Establishing a positive relationship builds future school success. Some possible communication ideas include:

- Newsletter
- Invitations to school, class events or celebrations
- Communication notebook
- Homework folder
- E-mail and web sites
- Volunteers
- Parent-Teacher Organizations
- Parent-Teacher Conferences
- Student-Led Conferences
- Opportunities for comments and questions.

4. Scheduling

Given the diversity of Montana school communities and available resources, the design of the daily schedule is unique to each site. This scheduling process makes it difficult to address all configurations in this document. The following provide general aspects to keep in mind when planning a day.

- A. Optimum learning time for core academic Essential Learning Expectations is in the morning,
- B. Five and six year olds need movement /transitions every 15-20 minutes,
- C. Morning, afternoon and lunch recesses,
- D. Snack in the morning and afternoon,
- E. Quiet time,

- F. Include all curricular areas (music, art, library, technology, social skills, P.E.), and
- G. Allow time for exploration (centers, work stations, discovery blocks).
(see Appendix for schedule samples)

5. Transitions

Home to school

Kindergarten is a major transition. Students arrive with diverse backgrounds and experiences. Kindergarten begins the ongoing process of developing partnerships with families. In order to make all families welcome and encourage involvement, the following are suggested:

- A. Prior to the start of school
 - 1. Spring orientation and registration
 - 2. Spring visitation with preschool and Head Start programs
 - 3. Welcome letters to families
 - 4. Open house before beginning of school
- B. First day check in (students that may not stay the entire first day)
- C. Staggered start (portion of the class starts on a different day of the first week of school).

Part-Time Kindergarten To Full-Time Kindergarten

These suggestions may help when planning for an expanded day.

- A. Instructional considerations
 - Pacing of lessons
 - Vary lengths of activities
 - Vary size of groups
 - In-depth learning
 - Revisiting concepts
 - Varied approaches with integrated subject matter
 - Low/high energy activities
 - Incorporate movement
 - Teacher directed activities
 - Student initiated activities
 - Opportunities for play
- B. Lunch routines
 - Big Buddies who know routine (older students)
 - Community volunteers or parent helpers
 - Learning student identification numbers
- C. Morning and afternoon snacks

- D. Additional recess time
- E. Quiet time
- F. Plan intentionally for arrivals and departures.
 - Name tags with student information

Steps To Plan For Transitions Within The Day

Transitions are the journey from one activity to another and are an important part of your curriculum. Transition times vary depending upon the activity.

- A. Set up the classroom so the children will be successful.
- B. Be clear about what is expected.
- C. Model and practice expectations for all transitions.
- D. Provide prompts or cues prior to transitions.
- E. Give children plenty of opportunity to move and vent their energy in appropriate ways throughout the day.
- F. Be consistent.
- G. Keep a sense of humor.

First Day Survival Tips

There may be unexpected or unplanned events that can be survived on the first day of Kindergarten with one exception ... you **MUST** know where every child goes at the end of the day! As each child arrives gather information regarding departure and destination for that day.

Other suggestions that will ensure your survival and success include:

- A. Name tags for 1st couple of weeks with:
 - After school plan, bus number, day care, etc.
 - Lunch plan
 - Medical alerts
- B. Obtain vital information regarding students.
 - Special needs
 - Challenging behaviors
 - Emergency contacts
 - Custodial information
 - After school routines
 - Health issues
- C. Request help from all available staff.
 - Ease transitions
 - Direct students to classroom
 - Assist with supervision
- D. Plan and prepare plenty of activities allowing for flexibility.

- E. Establish rules, model and practice appropriate behavior.
- F. Clearly identify materials that students and parents may use while teacher is interacting with others.
- G. Develop a routine for parent departure to ease first day separation and anxiety.
 - Read stories.
 - Kissing Hand*
 - The Night Before Kindergarten*
 - Poem , Kleenex, Tea bag gift/activity (see appendix)
 - PTO sponsored “Tea or Coffee” activity in building
- H. Introduce children to each other.
 - Games, songs, activities
- I. Practice routines and procedures.
 - Beginning and end of the day
 - Recess
 - Lining up
 - Inside
 - Outside
 - Walking in the hall
 - Bathroom
 - Lunchrooms
 - Emergency drills
 - Leaving the classroom
- J. Tour of the school
 - Meet and greet key personnel

6. Assessments

Appropriate assessment in kindergarten includes ways to document student growth over time. By using multiple measures and a variety of assessment strategies, the Kindergarten teacher can gain important insights into how students are progressing. The teacher can use this information to adjust instruction to meet the needs of each learner, and to document and report progress, i.e.,

- Formal and informal observations throughout the day,
- One-on-one conferencing with student to address specific skill acquisition,
- Individually administered assessments based on state standards and district curriculum benchmarks to determine acquisition of concepts, skills or knowledge, and
- Collecting student work samples and projects for a portfolio (original or electronic).

7. Technology Integration

One of the elements of an exemplary kindergarten program includes the integrated use of many forms of technology. As technology becomes easier to use and early childhood software proliferates, young children's use of technology becomes more widespread. The children of the 21st century are native technology users and thus the use of these devices is woven into their daily lives. Therefore, early childhood educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children (Technology and Young Children-Ages 3 through 8, 1996).

The kindergarten teacher effectively designs the environment in which the children experience many technologies. As young children, who are concrete learners, construct their knowledge using digital technologies, they are actively engaged in making choices, experiencing cause and effect and determining the course of their learning. Appropriate software and computer applications engage children in creative play, mastery learning, problem solving and conversation. These activities can be highly interactive, child directed and a wonderfully playful method of integrating technology into your curriculum.

The critical factor is a balanced approach to technology in learning with thoughtful planning to provide for the important needs of children (VanScooter, Ellis, and Railsback, 2001). Integrating various technologies into the learning environment provides yet another tool for children to construct their knowledge in exciting and powerful ways.

8. Teaching Methods

A variety of teaching methods may be used in the kindergarten classroom. Each method is designed for a specific purpose. The following are a few suggestions to enhance curriculum delivery and student achievement.

Differentiated Instruction

Differentiated instruction is a form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction.

Collaborative Learning

A teaching method where children constructively work and or play with others in pairs or a group. Collaborative groups enable students to acquire both knowledge and social skills.

Cooperative Learning

Teaching method in which students of differing abilities work together in groups on an activity. Each student has a specific responsibility within the group. Cooperative Learning enables students to acquire both knowledge and social skills.

Integration across Curricular Areas

Integration is combining different subjects such as reading and social studies or science and math in the same lesson.

Theme-Based Studies

Theme-based studies organize curriculum around big ideas that connect standards to authentic learning contexts. A theme based study is a directed effort, not a grab bag of loosely connected concepts. The flexibility of a theme-based study allows it to be modified to support instruction across multiple domains. As a requirement, the theme must be broad enough to accommodate the process skills and content knowledge necessary to meet state standards.

Discovery Learning

Inquiry or problem-based methods are teacher facilitated and student directed activities are often designed as learning centers or work stations

Direct Instruction

Instruction that is highly teacher directed is effective for providing information or developing step-by-step skills.

Montana Instructional Alignment & Standards Key for Full-Time Kindergarten Model Curriculum

The Montana Full-Time Kindergarten Model Curriculum is designed to guide and assist Montana schools in the implementation of the full-time kindergarten program. The goals in the document are aligned with the Montana State Content Standards, which provides the framework within the Kindergarten curriculum is presented. The grid begins with the State Content Standard named at the top for a quick reference.

- First column: Content Standard refers to the number of the Content Standard for the curricular area.
- Second column: Benchmark End of Grade 4 refers to the number of the Content Standard and the specific Benchmark.
- Third column: Grade Level Expectation Kindergarten refers to the specific student learning objective.
- Fourth column: Essential Learning Expectation Kindergarten refers to the steps needed to reach the objective. The steps are ranked into three categories: Essential Learning Expectation (ELE), DEVELOP, and EXPLORE. Mastery of the ELE's is expected by the end of the Kindergarten experience. DEVELOP and EXPLORE categories are recommended extensions. DEVELOP skills are introduced and practiced. EXPLORE skills are introduced.
- Fifth column: Essential Vocabulary identifies vocabulary specific to the content area.
- Sixth column: Assessment suggests possible methods to evaluate the ELE's.
- Seventh column: Material/Resources lists related material and suggested resources.
- Eighth column: Links to Lesson Plans & Professional Development provides ideas to support instruction and teaching strategies.

It is the intention of the authors that this document is easy to use and a helpful resource for teachers of Full-time Kindergarten in the state of Montana.

Essential Vocabulary for Montana Full-Time Model Curriculum

Vocabulary knowledge is an important basis for children's reading and language development. Students with limited vocabulary as emergent readers are at a higher risk of having difficulty in reading later. By emphasizing vocabulary instruction, teachers help students identify and understand essential words and concepts in all subject areas. Consequently, student comprehension and achievement rises. Children learn many words incidentally, however they also benefit from the direct teaching of vocabulary.

Essential Vocabulary			
*Denotes that it is included in more than one subject area.			
Above* Add Advertisement Alphabet* Animal Arrow keys Atlas Audience Author* Back Balance Beginning* Below* Between* Blood Bruise Calendar* Character Check out Climate Color Comma Community Computer Consonant Cover Date Day Delete Dentist Describe Dictionary Different Doctor Earth's features East Encyclopedia End* Exclamation mark Exercise* Eyedropper Fall Feelings		Fiction* Front Front/cover Gas Germs Globe Graph Greater than Habitat Health Healthy Height Holiday Hospital Illustration Illustrator* Injury Internet Key Keyboard Label Left Length Less than Letter* Librarian Library Life cycle Light Liquid Living/nonliving Lowercase* Magnet Magnifying glass Map Matter Microscope Middle Mixtures Monitor Month* Mouse Name, first/last Nonfiction*	North Number Nursery rhyme Observation Online* Pattern* Period* Plan Plant Positional concepts (behind, beside, between, above, below, around, over, under, etc.) Prediction Pull/push Question Question mark Quotations mark Record Reservation Return Rhyme* Right Ruler* Same Scientist Seasons Sentence* Setting Shape Size Solid Sort Sound South Space Space bar Spine Spring State Subtract Summer

Syllable
Symbol
Telescope
Temperature*
Texture
The senses
Thermometer*
Time
Timeline
Title*
Title page
Tribe
Uppercase/capital*
Vowel
Week
Weight
West
Winter
Word*
Year

Montana Instructional Alignment and Standards for Full-Time Kindergarten Model Curriculum

**Reading
Mathematics
Science
Writing
Art
Health Enhancement
Library Media
Listening & Speaking
Literature
Media Literacy
Social Studies
Technology
Workplace Competencies
World Languages**

TEACHER RESOURCES

Guide Book References

Books

Robert Marzano, Building Background Knowledge

Robert Marzano and Debra Pickering, Building Academic Vocabulary Teacher's Manual

Jim MacDiarmid, Replacing the Thing-ma-jig: The Developmental Language Process

Tomlinson, The Differentiated Classroom

Articles (to be developed)

Web Sites

<http://www.u-46.org/roadmap/dyncat.cfm?catid=246>

Indian Education Lesson Link

Curriculum Web page <http://www.opi.mt.gov/IndianEducation.html> and click "Indian Education for All," "Curriculum."

Suggested Indian Education Book List

www.opimt.gov/indianed2/IEFAbackground.html

Indian Education for All, Essential Understandings

<http://www.opi.mt.gov/PDF/IndianEd/Resouces/EssentialUnderstandings.pdf>

Software

Arthur's Reading Race

Ready for School

James Discovers Math

Trudy's Time and Place House

KidPix

Millie's Math House

Jump Start Kindergarten

Jump Start Advanced First Grade

Math In Motion

Math All Around Me

Thinkin Things Collection 1

Thinkin Things Collection 2

Clifford Reading

The Smelly Mystery

Bailey's Book House

Math Blaster Jr

Sammy's Science House

Living Books

Fisher-Price

Broderbund

Edmark

Broderbund

Edmark

Knowledge Adventure

Knowledge Adventure

Jack Hartmann & Friends

Jack Hartmann & Friends

Edmark

Edmark

Scholastic

GT Software

Edmark

Davidson

Edmark

Videos

Corduroy

A Pocket for Corduroy

Clifford's Fun with Shapes

Clifford's Fun with Letters

Clifford's Fun with Numbers

Don Freeman

Don Freeman

Alyson Court & Brent Titcomb

Alyson Court & Brent Titcomb

Alyson Court & Brent Titcomb

Instructional Web Sites

Starfall.com

kids.allmyfaves.com/

albrightknox.org/artgames/index.html

pbskids.org/sesame/coloring/index.html

coloring-book.info/coloring/

jigzone.com/gallery/F525082160.640BC41?z=10&v=9795

nationalgeographic.com/coloringbook/archive/

Community Helpers and Careers

<http://first-school.ws>

Children's Literature Web Guide

<http://www.acs.ucalgary.ca/~dkbrown>

Software Critiques: Children's Technology Review

<http://www.childrenssoftware.com>

Scoring Guide for Student Projects

<http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker

http://teachers.teach-nology.com/web_tools/rubrics

<http://www.hishelpinschool.com/adaptation/modadapt.htm.#rubric>

RubiStar

<http://rubistar.4teachers.org>

Electronic Quizzes

<http://www.funbrain.com>

<http://quiz.4teachers.org>

<http://school.discovery.com/quizcenter.html>

Authoring Software

<http://www.inspiration.com>

http://www.edhelper.com/teachers/graphic_organizer.htm

Test Taking Software

<http://www.quia.com>

<http://www.kurzweilededu.com>

Scholastic Kindergarten Literacy Matching Assessment and Instruction Teaching resources

Suggested Kindergarten Read Aloud Book List

Alexander and the Terrible, Horrible,

No Good, Very Bad Day

Judith Viorst

<i>Amazing Grace</i>	Mary Hoffman
<i>Amelia Bedelia</i>	Peggy Parish
<i>Are You My Mother?</i>	Philip D. Eastman
<i>Arthur series</i>	Marc Tolon Brown
<i>Basil of Baker Street</i>	Eve Titus
<i>Brown Bear, Brown Bear, What do you see?</i>	Bill Martin, Jr.
<i>Caps for Sale</i>	Esphyr Slobodkina
<i>Chicka Chicka Boom Boom</i>	John Archambault
<i>Clifford, the Big Red Dog</i>	Norman Bridwell
<i>Corduroy</i>	Don Freeman
<i>Curious George</i>	Hans Augusto Rey
<i>Goodnight Moon</i>	Margaret Wise Brown
<i>Green Eggs and Ham</i>	Dr. Seuss
<i>Guess How Much I Love You</i>	Sam McBratney
<i>Horton Hatches the Egg</i>	Dr. Seuss
<i>How the Grinch Stole Christmas</i>	Dr. Seuss
<i>If You Give a Mouse a Cookie</i>	Laura Joffe Numeroff
<i>Jumanji</i>	Chris Van Allsburg
<i>Lilly's Purple Plastic Purse</i>	Kevin Henkes
<i>Love You Forever</i>	Robert N. Munsch
<i>Math Curse</i>	Jon Scieszka
<i>Oh, The Places You'll Go</i>	Dr. Seuss
<i>Stellaluna</i>	Janell Cannon
<i>Strega Nona</i>	Tomie De Paola
<i>Sylvester and the Magic Pebble</i>	William Steig
<i>The Art Lesson</i>	Tomie De Paola
<i>The Cat in the Hat</i>	Dr. Seuss
<i>The Complete Tales of Winnie the Pooh</i>	A. A. Milne
<i>The Little Engine That Could</i>	Watty Piper
<i>The Little House</i>	Virginia Lee Burton
<i>The Lorax</i>	Dr. Seuss
<i>The Mitten</i>	Jan Brett
<i>The Napping House</i>	Audrey Wood
<i>The Paper Bag Princess</i>	Robert N. Munsch
<i>The Polar Express</i>	Chris Van Allsburg
<i>The Rainbow Fish</i>	Marcus Pfister
<i>The Runaway Bunny</i>	Margaret Wise
<i>The Snowy Day</i>	Ezra Jack Keats
<i>The Tale of Peter Rabbit</i>	Beatrix Potter
<i>The True Story of the Three Little Pigs</i>	Jon Scieszka
<i>The Velveteen Rabbit</i>	Margery Williams
<i>The Very Hungry Caterpillar</i>	Eric Carle
<i>Where the Wild Things Are</i>	Maurice Sendak
<i>Wilfrid Gordon McDonald Partridge</i>	Mem Fox

Suggested Literature – Theme Books List

Social Skills

Please Say Please
My First Day of School
The Thingumajig Book of Manners
My Dog Never Says Please
Yo! Yes?
A Pig Tale
Rachel Parker, Kindergarten Show-Off
Jamaica Tag-Along
Rainbow Fish

Margery Cuyler
 P.K. Hallian
 Irene Keller
 Suzanne Williams
 Chris Raschka
 Olivia Newton-John
 Ann Martin
 Juanita Havill
 Marcus Pfister

Self/Family

I Like Me
I Love You Stinky Face
The Little Lump of Clay
A Kissing Hand
I Want One Too
Count the Ways Little Brown Bear

Nancy Carlson
 Lisa McCourt
 Diana Engal
 Audrey Penn
 Brenda Ehrmantraut
 Jonathon London

Colors

Who Said Red?
Mouse Paint
Red Bear

Mary Serfozo
 Ellen Walsh
 Bodel Rikys

Rhymes

Eat Your Peas, Louise
Mrs. McNosh Hangs Up Her Wash
Inside A House That Is Haunted
Is Your Mama A Llama?
Inside A Zoo In The City
One Duck Stuck
There's A Dragon In My Wagon
Duck, Duck Goose

Pegeen Snow
 Sarah Weeks
 Alysa Capucilli
 Steven Kellogg
 Alyse Capucilli
 Phylis Root
 Kent Salisbury
 Karen Beaumont

Snow/Winter

Winter Is Here
Snow Is Falling
The Hat
The Jacket I Wear In The Snow
The Snowy Day
The Little Red Sled
Do Like Kyla
A Silly Snowy Day
Flip and Flop

Kimberly Weinberger
 Franklin Branky
 Jan Brett
 Shirley Neitzel
 Ezra Keats
 Scholastic
 Angela Johnson
 Michael Coleman
 Dawn Apperly

<i>Trouble With Trolls</i>	Jan Brett
<i>The Mitten</i>	Jan Brett
<i>There Was A Cold Lady Who Swallowed Some Snow</i>	Lucille Colandro
<i>Tacky the Penguin</i>	Helen Lester

ABC's (general)

<i>Q Is For Duck</i>	Mary Elting
<i>Chicka Chicka Boom Boom</i>	Bill Martin Jr.

ABC's (used to integrate with letters of the alphabet)

A

<i>The Apple Pie Tree</i>	Zoe Hall
<i>The Apple Thief</i>	Noreen Cotter

B

<i>Where's My Teddy</i>	Jez Alborough
<i>It's the Bear</i>	Jez Alborough
<i>Brown Bear, Brown Bear What Do You See</i>	Bill Martin Jr
<i>We're Going on a Bear Hunt</i>	Michael Rosen
<i>Let's Go Home Little Bear</i>	Martin Waddell
<i>Better Not Get Wet, Jesse Bear</i>	Nancy Carlstrom
<i>Gotcha!</i>	Gail Jorgensen
<i>Corduroy</i>	Don Freeman
<i>A Pocket for Corduroy</i>	Don Freeman
<i>Jamberry</i>	Bruce Degen

C

<i>Cookie's Week</i>	Cindy Ward
<i>The Doorbell Rang</i>	Pat Hutchins

D

<i>There's No Such Thing As a Dragon</i>	Golden Press
<i>Danny and the Dinosaur</i>	Syd Hoff

E

<i>Stand Back Said the Elephant, I'm Going to Sneeze</i>	Patricia Thomas and Wallace Tripp
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F

<i>Fly Flew In</i>	Lisa Westberg Peters
<i>Big Al</i>	Andrew Clements
<i>Swimmy</i>	Leo Lionni

G

<i>One Gorilla</i>	Atsuko Morozumi
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H

<i>Harry the Dirty Dog</i>	Gene Zion
<i>Harry and the Lady Next Door</i>	Gene Zion

I

<i>Itchy, Itchy Chicken Pox</i>	Grace MacCarone and Betsy Lewin
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J*Jillian Jiggs*

Phoebe Gilman

K*Curious Little Kitten Around the House*
*The King's Flower*Linda Hayward
Mitsumasa Ano**L****M***Five Little Monkeys with Nothing To Do*
Five Little Monkeys Sitting in a tree
Five Little Monkeys Play Hide-and-Seek
Five Little Monkeys Jumping on the Bed
*Mouse Count*Eileen Christelow
Eileen Christelow
Eileen Christelow
Eileen Christelow
Ellen Walsh*Mouse Paint*

Ellen Walsh

If You Give a Mouse a Cookie

Laura Numeroff

If You Give a Moose a Muffin

Laura Numeroff

N*The Napping House*

Audrey Wood & Don Wood

O*Olivia*

Ian Falconer

P*The Wonderful Pigs of Jillian Jiggs*

Phoebe Gilman

If you Give a Pig A Pancake

Laura Numeroff

Piggies

Audrey Wood

Q*Q Is For Duck*

Mary Elting

R*The Wheels on the Race Car*

Alexander Zane

S*Eensy-Weensy Spider*

Mary Hoberman

Itsy Bitsy Spider

Keith Chapman

Sammy the Seal

Syd Hoff

Slippery Snake

Tony Hutchings (The Giggle Series)

T*Yertle the Turtle*

Dr. Seuss

U*Great Day for Up*

Dr. Seuss

V**W***Wacky Wednesday*

Theo LeSieg

X**Y***Yo! Yes?*

Chris Raschka

Z

How the Zebra Got Its Stripes

Ron Fontes, Peter Grosshauser –
Golden Books

Counting Books (Books for integrating math and reading)

Who's Counting

Nancy Tafuri

Counting With My Friends

Keith Faulkner

Counting On Calico

Phyllis Tildes

Dinosaur 123/ABC

Jan Lewis

Bears at the Beach

Niki Yektai

Count

Denise Fleming

Ten Black Dots

Donald Crews

The Right Number of Elephants

Jeff Sheppard

Ten Little Ducks

Franklin Hammond

One Gorilla

Atsuko Morozumi

Ten, Nine, Eight

Molly Bang

Count on Clifford

Norman Bridwell

Mouse Count

Ellen Walsh

Cat Count

Betsy Lewin

One Hungry Monster

Susan Heyboer O'Keefe

Farms

How Ducklings Grow

Diane Molleson

The Cow that Went Oink

Bernard Most

The Nest Book

Kathleen Daly

Big Red Barn

Margaret Brown

Inside a Barn In the Country

Alysa Capucilli

Going To Sleep On the Farm

Wendy Lewison

Wake Up, Wake Up

Brian Wildsmith

The Farm Book

Jen Pfloog, Golden Press

Classroom Resources

*More than the ABC's: The Early Stages
Of Reading and Writing*

Judith A. Schickendanz

*More Story Stretchers, More Activities
to Expand Children's Favorite Books*

Shirley C. Raines &
Robert J. Canady

The Story Box in the Classroom

Andrea Butler, Author
Kate Lovett, Editor

THEME-BASED STUDY

Theme-based studies organize curriculum around big ideas that connect standards to authentic learning contexts. A theme based study is a directed effort, not a grab bag of loosely connected concepts. The flexibility of a theme-based study allows it to be modified to support instruction across multiple domains. As a requirement, the theme must be broad enough to accommodate the process skills and content knowledge necessary to meet state standards.

Building a Theme for your Class

1. Choose an idea that has relevance to your students' interests or experiences and aligns with the Montana Full-Time Kindergarten Model Curriculum.
2. Develop a simple focus statement that summarizes the direction and intent of the theme.
3. Create a Web or outline with the theme as the center or focus.
 - Identify and list three or four elements of learning relating to the theme at the center.
 - Add areas of the curriculum to the web or outline.
 - Identify specific ELE's for each of the curricular areas.
 - Provide space on the web or outline for additions as students discover possible extensions.
4. Activate the prior knowledge of students using a variety of strategies.
 - Develop a KWL chart.
 - KNOW-what we already know about the topic
 - WANT-what we want to learn about the topic
 - LEARN-what we learned about the topic.
 - Keep the chart throughout the inquiry so that new questions and information can be added.
 - Brainstorming
 - Interactive dialogue
5. List and describe the explorations, experiments and activities for each curricular area. Develop daily lesson plans utilizing a variety of instructional approaches and strategies such as:
 - Groupings (whole group, small group, individual, cooperative learning)
 - Differentiated instruction based on:
 - Multiple intelligences
 - Learning styles
 - Student needs (Intellectual/Academic, Physical, Creative, and Social/Emotional)
6. Identify and locate resources and instructional materials.
 - Create a bibliography

- Literature
 - Website
 - Media
 - Incorporate community resources
 - Field trips
 - Guest speakers (community members, family, older students)
7. Initiate and maintain home-school-community connection throughout the process of researching and exploring the theme.
 - Communication
 - Newsletter
 - Web page
 - Soliciting suggestions and assistance from home
 - At home projects (family, friends, community members)
 - Traveling books
 - Send home completed projects
 - Invitations to Family/Community
 - Luncheon
 - Plays
 - Mentor activities
 - Science fair
 - Art Show
 8. Plan at least one culminating activity that engages students in meaningful summarization of their discoveries and leads to new ideas understandings, and connections.
 9. Devise meaningful and appropriate assessments and evaluations that are ongoing throughout the theme.
 - Observations
 - Conferences
 - Anecdotal records
 - Student journal writings
 - Projects and work samples

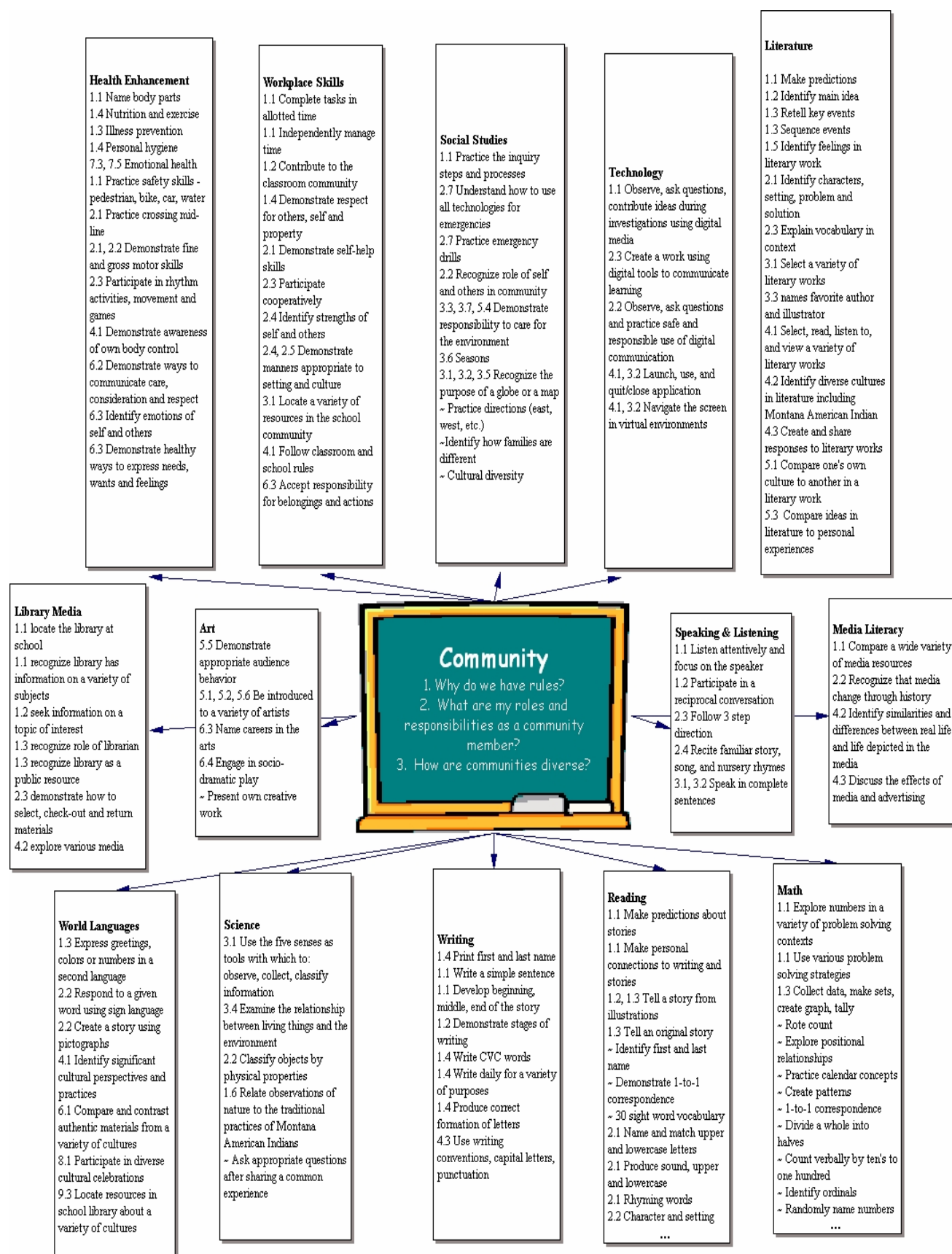
Montana Full-Time Kindergarten Model Curriculum Theme-Based Study – "Community"

Becoming a community of learners is a major focus of the kindergarten year. All children upon entering school have had some experience with groups, either informally in a family or formally in preschool or childcare. Children come to school with some understanding of roles and rules within groups and in different settings. These experiences help build the understanding of individual roles and responsibilities and the characteristics of a community.

Essential Questions

1. Why do we have rules? (Workplace Standard 4.3)
2. What are my roles and responsibilities as a community member? (Social Studies Standards 1.3, 2.2, 3.7, 6.1; Workplace Standards 1.2, 1.4, 2.1, 3.1, 6.3)
3. How are communities diverse? (Social Studies Standards 4.2, 6.4)

Essential Learning Expectations Curriculum Map (see insert, next page)



"Community" Theme-based Study Example Activities

The authors of this guide book have intentionally left space between each of the Content Standard headings in order to add your own activities and be able to use this as a working document.

SOCIAL STUDIES

- 1.. Post the three Big Questions on the KWL chart.
 - Why do we have rules?
 - What are my roles and responsibilities as a community member?
 - How are communities diverse?
2. Chart all communities we participate in—church, teams, families, neighborhood, school and city.
3. Draw job/roles you play in 2 different communities.
 - Divide a sheet of paper into 4 sections. Head the top squares with the names of the communities in which you participate; i.e., soccer, home.
 - Draw a picture in the box below the heading boxes to illustrate your role.
4. As a class create a mural-sized map of the school campus. Label the locations, people and directions on the map.
 - Directly instruct the drawing of individual maps of the classroom. Label parts with names you have printed ahead of the process. As an extension, ask children to pretend they are hanging from the lights and looking down on the classroom. This is how we will draw the map.
5. Introduce the globe and model it's path around the sun. Where are we? What about the moon? What is the purpose of the globe? Why isn't it bigger?
6. Talk about and record the needs of our class community. Discuss the calendar and its purpose. Talk about today, yesterday, tomorrow, months, days, year, week and date. How will our needs change with time, as the weather changes or as we gain and lose people?
7. Visit a museum to see the changing needs over time. Compare and contrast today and yesterday. Observe an apple tree throughout the seasons. Have children make models of an apple tree throughout the seasons of the year. What 'needs' change for the tree's survival throughout the year? Look at the trees around the school in the fall and winter and spring.

SOCIAL STUDIES, Continued

8. Set up role-playing to compare and contrast if we lived in the jungle, in the Arctic or on a desert island. How would our rules change for individuals and groups? Invite families to participate in this discussion through letters or e-mail home.
9. Ask your families to come to a class planned and cooked lunch to share what we know about becoming a community. Sing songs and do finger plays about communities and rules; i.e., Little Bunny Foo Foo, Wheels on the Bus.

READING, WRITING AND LITERATURE

1. Begin developing a vocabulary collection for each child. Provide each child with a ring or build an index card box decorated as a school to place the cards in throughout the study. Give each child a colored index card for each of the words introduced. Begin the study using the word community. Hand children a card to place preprinted words on one side. Copy the word on the opposite side with a single word definition.
2. Write community on the board. Ask children to discuss the word and check to see if anyone has an understanding of community. Define community or group and talk about groups to which we belong. Complete the card and file on the ring or in the box. Reread and discuss the vocabulary words throughout the day and over the course of the study. Check for understanding throughout the school year.
3. Read a book illustrating a community. Some possible choices are Little Red Hen, The Gingerbread Man, Frog and Toad, The Three Little Pigs and other favorite stories that lend themselves to story mapping and script development. In this sample study we are using the Little Red Hen. Begin a discussion about the Little Red Hen and her community or group she belongs to in the story. Relate to our belonging to the school community.
4. Create a KWL chart, What we already Know about community, What we Want to know about community, What we have Learned about community. Post the chart for the duration of the study and add ideas as they arise and research as it happens.
5. Create ABC books focusing on:
 - Careers of school and community workers,
 - Things we find in our school community, and
 - Environmental print in and around the school community.

These could either be individual books or class books, incorporate the use of tools, pencils, scissors, staplers to construct the books and art materials to illustrate. Read the books individually, to buddies, small groups or as a class.
6. Give children small frames made from index cards to find and frame, individual letters, sounds, words and phrases on the KWL charts or the ABC books. Count the number of specific letters, sounds, capital letters, or words.
7. Reread and reread the KWL chart and cover words with sticky notes to create a cloze exercise. Read as a class and ask the children to fill in the missing words. This can be targeted to specific children or specific skills.
8. Write class stories.
 - Interviews between students
 - Photo of each student and list strengths
 - What we do at school?
9. Create a book
 - "Meet Our Class"
 - "How We Help Make Our Class a Community"

Children describe jobs and ways to help others in the class, illustrate with drawings or photo of kids modeling behavior. Use this book as a class reference when seeking helpers. (Who can show us how to wash the tables, write the number 5, etc.)

READING, WRITING AND LITERATURE, Continued

10. Journal/log of observations
Class rules, Ant Farm
11. Make this a multi-sensory journal, "What did you see, hear, feel, taste, or smell?"
12. Keep a class timeline of school events, student timeline of his life.
13. Pen pals from other communities; i.e., within school, within district or state, with other states and countries. How are we alike and different? Talk about Address diversity.
14. Create class or small group poems using the words community, group, team, roles, jobs and rules.
15. Develop a script for a play based on *The Little Red Hen*.
 - Read *The Little Red Hen* to the class. Ask them to predict actions as you move through the story. Identify and chart the problems in the story. Discuss and study the word cooperation and its role in community building. Ask for predictions about the solutions. Identify and discuss the characters and setting.
 - Reread the story until the class can tell the events in their own words without your assistance.
 - Write the significant changes to wording in your copy of the story and use that as your script.
 - Make a class story map and label characters and places. Ask for suggested additions.
 - Choose children to play parts of story, including some kids who are the wheat and the chicks.
 - Practice saying or doing the movements that will make the skit flow and give children cues to speak or act. Make scenery, costumes, invitations, programs, and playbills.
 - Design a template for a poster that leaves out beginning, middle or ending sounds, requires the insertion of capital letters or punctuation marks, and uses how, what, when and where.
 - Create posters advertising the play to display and present to other classrooms.
 - Identify the roles in the Red Hen's community, who had the jobs, what rules were followed and what worked. Talk about roles and rules that would have made this community work more effectively and happily for everyone.
 - Discuss and develop a rubric to evaluate personal performance. (Look at the Art activities relating to the play.)

WORKPLACE SKILLS

1. As a class, decide what a 'working community' will look like in school. Develop a list of the jobs that will keep the community functioning. Consider ways to assign jobs and vote on a method of assigning work. Begin assigning jobs.
2. Explain what a guest speaker is and discuss how an audience will behave. Model, practice, and experience being an audience. List the important rules to remember when being an audience. Post for easy reference in the room.
3. Using the same procedures as for audience behavior explain field trips and how we act. Model, practice, review.
4. Write Thank you notes individually, as small groups or as whole class.
5. Create stick puppets illustrating each of the school personnel. Label and attach a simple explanation of responsibilities. Ask each child to hold one puppet. Play various games using the labels and asking for the responsibilities or how we find that person. Role-play the parts each of these people play in the life of a school.
6. Work at team building through games such as a 3 legged race or relays.
7. Model and practice manners when meeting new people, waiting for a turn, asking to join in a game, when another adult walks in to talk to your teacher, classroom visitors, helpers from around the school or community, talking to adults, interrupting another classroom, walking down the hall, lunchroom etiquette, recess, drink line, arrival into and dismissal from class.

MEDIA LITERACY

1. Using archives, photos, speakers and personal experiences, compare and contrast teaching and learning communities.
 - Past to the present
 - Early American Indian and settler
 - Foreign country to our room
2. Graph similarities and differences.
3. Compare and contrast changes over time.
 - Tools, clay models or toys
 - Manners, try several methods
 - Transportation, build models
 - Clothing, create paper dolls to illustrate
 - Foods, cook a variety of samples
 - Entertainment, games
 - Reading materials
4. Visit museums, design and build classroom or school museum to display changes.

TECHNOLOGY

1. Use a digital camera to photo classroom books.
 - Travel around the school
 - People in our building
 - ABC books
 - Journaling of classroom speakers
 - Log of changes in the ant farm community
 - Role-playing jobs, rules, manners
2. E-mail family members/buddy class/pen pals. Accomplishments
 - Projects
 - Upcoming events
3. Learn phone, intercom, mail etiquette.
4. Use web quests on careers and community.
5. Experience the writing process as a whole class. Ask each child to draw one item on overhead paper. No names go on the overhead. Have numbers on the sheets prior to passing out. Let each child write a label next to his item. Talk about editing our work. Gather the work into an anonymous pile. Place items on the overhead one at a time to work on the dictionary spelling of the labels. Demonstrate how you would edit your own picture label. Return the sheets to owners with a blank piece of paper. Let the children redraw the item and label it using the edited spelling. Sign your names and display on a grocery list for the café.

HEALTH ENHANCEMENT

1. Classroom safety
 - Develop scenarios to explain, model and practice.
 1. Classroom safety, scissor, pencil, glue practices
 2. Walking in the building and personal space
 3. Caring for classroom materials and space
 4. Fire and earthquake drills
 5. Stranger danger
 6. Self help skills, hand washing, sneezing, clothing
 7. Pet care
2. Role-play
 - Use puppets
 - Create cartoons showing care and respect within our class community.
3. Play cooperative games.
 - Discuss and model
 1. Taking turns
 2. Waiting
 3. Fairness
 4. Rules
4. Create a classroom café.
 - Make a blue print or map of how to set up the room
 - Talk about health issues in a café
 - Model and practice washing hands and dishes
 - Model and practice safe use of utensils and appliances (mixer, stove, microwave, blender)
 - Practice inviting people into the café and seating them
 - Practice taking orders and filling the order
 - Practice setting the table and serving the food
 - Design a menu
 - Write a grocery list
 - Shop
 - Prepare a meal
 - Practice inviting people into the café and seating them
 - Practice taking orders and filling them

SPEAKING AND LISTENING

1. Do a think-pair-share activity while developing the KWL chart.
2. As a class create a recipe to cook and share within the school or class community.
 - Follow simple directions while cooking the recipe.
3. Build aluminum can telephone by following simple 3 step directions.
4. Practice listening to a friend's show and tell, invitation to play at recess or retelling of a short story.
 - Tell the friend the important parts of the conversation.

WORLD LANGUAGES

1. Discuss the word communication.
 - Give each child a piece of paper to illustrate 3 different ways to communicate. Decide on one piece of information that you want to communicate to your families. Choose 3 ways to pass on the information ex, a letter, sign language, speaking, a drawing, or acting it out.
2. Begin a list titled "How many ways do people communicate?"
 - Survey other people in the school to add to your list.
 - List and show the variety the class discovers.
3. Extend the discussion of using words to communicate.
 - Introduce someone who uses a language not common to the entire class. Do all people use the same words when communicating? Add in the use of sign language. Post common signs around the room. Would it be easier for all people to learn sign language or to try to learn all of the languages of the world? Why or why not?
4. Invite the Indian Education Staff to teach the class color words, numbers, greetings, etc. Post the words on the wall to be used throughout the year.
5. Research ant communication.
 - Compare and contrast to the communication we use in our classroom.
6. Turn The Little Red Hen into a pictograph.

ARTS

1. Create a model of a historic Indian community and a model of a current local community.
 - Compare and contrast: housing, jobs, transportation, etc.
2. Read "The Little Red Hen".
 - Map the story on large paper as a class, label characters and setting.
 - Explain that you will be producing a play based on the story.
 - Decide which characters and locations are important to the story.
 - Add any characters or parts that will help to include all children in the production.
3. Reread the story several times leaving out information and specific words to be filled in by the class as you read. Practice retelling the story in the children's words. They should each be able to tell the story to a buddy.
 - Make notes of special wording in your copy of the story.
 - Begin assigning parts and practice the play, first just as a retell in the literacy circle and then begin to incorporate movement and music or rhythm.
 - Discuss making a set and costumes. List what scenes you want to create and which costumes you will need.
 - Arrange a field trip to a local high school, college or theatre group to learn about designing sets and costumes.
 - Begin creating set and costumes. Show the class a variety of illustrations showing setting or costuming.
 - Layout jobs for each child. Make a chart with names and jobs that will help us complete the set.
 - Develop rules to work by with the class. Why will we need rules? How will we care for our products? Journal "What is my job/role?" "What will happen if I don't do my job?" After the work is complete, reflect on the work and how well the rules were followed. "Did we work as a community?"
 - Design, create and distribute posters, invitations, programs or playbills.
 - Have students discuss the poster with a buddy, an adult working in the building or present to another class.
 - Talk with a partner in the room expressing what you like about your poster and what you might change if you were to do it again.
 - Develop a press release to announce the play. Include a couple of the cast members in each announcement.
 - Present the play to families and friends in the school. In the welcome invite the audience to view the play with the word community in mind. Is this a working community? Why or why not? What might improve matters?

At the close of the play invite the audience to participate in a discussion of what would have made this community work better, who could have done more and why. Make a chart of the ideas.

ARTS, Continued

4. Have each child do a self-evaluation. This evaluation would address objectives such as voice, movement, listening to other actors and respecting the audience. Talk about the evaluation before and after the presentation.

SCIENCE

1. Create a KWL chart for the study of ants.
 - Construct or order an ant farm.
 1. Build the word survive into the class vocabulary.
 2. Discuss why the ants may or may not survive.
 - Discuss, model and practice using the 5 senses. Use the senses to observe and collect information about ants, and ant farm and other ant communities.
 - Build an anthill mural labeling rooms and jobs.
 1. Chart what ants need to survive.
 2. Chart our survival needs.
 3. Using a Venn diagram, compare and contrast our needs to an ant's needs.
 - Research and discuss how ants work together to care for their colony/community. Does this make life better for the individual ants? What about compromise?
 - Set up a mealworm habitat. Observe the worms through their lifecycles and watch for cooperation, roles, and needs. How are ants and mealworms alike and different?
 - Trace a human body and create a giant ant body.
 1. On the body list how we care for our environments and the people in them (school, park, playground).
 2. On the ant body list how ants care for their environment and the ants in it.
 3. Attach a string to common traits between human and ant sheets.
 - Extend these activities to include pets at home or others in the class.
 1. What do all pets need?
2. Introduce living and nonliving.
 - Use your research to help answer the question "What do all living things need?"
 - Extend to needs in other habitats.
 - Build dioramas to illustrate the changing needs inside and outside, cold and hot, in water or on land, and weather and seasonal changes.
3. Introduce plant life cycles.
 - Incorporate into the Little Red Hen story using wheat as an example.
 - Invite a baker or a class parent to come into the class and demonstrate the making of bread.
 - Bake bread.
 1. Write a recipe
 2. Write the grocery list
 3. Organize the tools

SCIENCE, Continued

4. Shop
 5. Assign jobs
 6. Bake and eat
-
4. Plant a classroom garden in a wading pool.
 - Discuss needs
 - Assign jobs/rotate jobs
 - Reflection
 - Harvest/ celebrate
 5. Design a celebration around plants; choose a community cause as a benefit:
 - Make several dishes of plant items, fruit salad, green salad, juices, pie.
 - Create plant jewelry.
 - Design plant stationery.
 - Print pillowcases, towels, and washcloths with plants stencils made of potatoes, apples, etc.
 - Operate the celebration as a luncheon and store.
 - Practice pricing items, selling, making change.
 - Invite staff, neighbors, friends, and families.

MATH

1. Create and read maps.
 - Classroom
 - School
 - School campus
 - Neighborhood
 - Story mapping
 1. Use maps for:
 - Measurement
 - Directions
 - Sorting, size, sequence
 - Counting
 - Numeral recognition and printing
 - Labeling
2. Develop routines for your classroom community as opening exercises:
 - Counting the children present by 1's, 2's, 5's
 - Counting backward from the total expected to the number missing
 - Create an addition or subtraction problem using those present and absent. "How many more are needed to have a full class?", etc.
 - With calendar activities be sure to include: day, date, month, week, before, after, yesterday, today and tomorrow. Rotate assigning calendar routine to children.
 - Play the Hiding Game
 1. Cover a date and ask children to guess what number is missing.
3. Build graphs of our class community.
 - Discuss, model and practice making various types of graphs.
 1. Concrete, pictorial, written, symbolic, bar graph, pie graph
 - Possible topics
 1. Pets in your family
 2. How many people live in your house?
 3. Brothers and sisters
 4. Boys and girls
 5. Ages of students
 6. How we get to school
 7. Birthdays
 8. Favorite sport, book, movie, ice cream, fruit, vegetable
 - Use the graphs for number recognition, creating CGI problems, greater than, less than, number sentences.
4. Design problems structured to use various problem-solving strategies. (CGI)
 - Example: There are 6 birthdays in March. There are 3 birthdays in May. How many more birthdays are there in March than in May?

MATH, Continued

- Give the children a variety of tools to problem solve, cubes, markers and paper, rulers, dry erase boards.
 - Allow time for the children to solve and walk around group to listen to strategies.
 - Ask students to share ideas with a neighbor.
 - Call on at least 4 children to share 4 different strategies that worked.
 - Ask these children to tell exactly what steps they took and what they were thinking.
 - Compare and contrast using a Venn diagram
5. Place hula-hoops on the floor; give children objects representing all characters and locations in Little Red Hen. Do the same using objects representing people and locations in the school. Place in diagram and see if any are placed in the center overlap (intersection). Change the topic and look for overlaps.
 6. Create patterns or identify patterns
 - Children in the room
 - Creating rhythms for the movement in a play
 - Creating costumes
 - Daily schedule on the board
 - Clothing
 - In nature
 - Create auditory, concrete and pictorial patterns
 7. Create student-made calendars outlining class activities and events as well as the routine of each week.
 8. 1-1 correspondence—Give each child a baggy.
 - Ask him to fill it with as many cubes as there are people at his house.
 - Add a slip of paper with the question, "How many people are at my house today?"
 - Send the bag home and have the children check to see if they are correct.
 - Return the bag and as a class count how many people there were altogether.
 - Fill a baggy with as many cubes as there are children in your group and then match.
 - Fill a bag with as many children as are in our room.
 - Check.

LIBRARY MEDIA

1. Look for media that illustrates a variety of communities of different cultures.
 - This could be a collection of art, web sites, photographs, newspapers, magazines or book illustrations, etc.
 - Read and check out books discussing various careers in more than one culture. Include past and present careers.
2. Visit the local library:
 - Plan ahead and send questions to the library before you take the field trip.
 - Give children specific questions to ask the librarians.
 - Include a discussion of how the library is funded and how various groups use the library.

Sharing/Celebrations/Events for "Community" Study

1. Weekly newsletter updating families on class activities.
2. Student take-home calendars highlighting field trips and special days throughout the month
3. Host a family picnic featuring foods prepared by the class.
4. Present a play: The Little Red Hen
(See Section on Arts)
5. Invite families to a brown bag lunch once a month to show our work and demonstrate skills.
6. Host a community event featuring artworks or science and math projects.
7. Make and deliver cards or gifts to the neighborhood in appreciation of their support:
Harvest baskets, winter greetings, spring flowers
8. Open a café.
9. Set up a store for plant items and serve a luncheon to benefit a community cause.

Resources for Activities

Books

The Complete Resource Book: An Early Childhood Curriculum

Pam Schilling and Kay Hastings

Ant Homes Under The Ground

Lawrence Hall of Science-University of California at Berkeley

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning
(Chapter 5)

Ann S. Epstein NAEYC Item #165

Tools for Creative Play

Provide the class with a multitude of materials to design, build and transform.

Adding tape

Albums

Aluminum foil

Blocks, big and small

Boxes

Bowls

Cups

Cardboard

Dishes

Hats

Aprons

Trucks

Paint

Pencils

Legos

Clipboards

Newspapers

Baskets

Journals

Easels

Staplers

Tape

Glue

Magnets

Sorting junk

Books

Puzzles

Simple machines, pulley, lever, axel, wheel

Cars

Markers

Clay

Cubes

Paper

Phonebooks

Pipe cleaners

Assessment

Scoring Guide for Student Projects

<http://www.ncrtec.org/tl/sgsp/index.html>

Rubrics, Rubric Maker

http://teachers.teach-nology.com/web_tools/rubrics

<http://www.hishelpinschool.com/adaptation/modadapt.htm.#rubric>

RubiStar

<http://rubistar.4teachers.org>

Electronic Quizzes

<http://www.funbrain.com>

<http://quiz.4teachers.org>

<http://school.discovery.com/quizcenter.html>

Daily Schedule Examples

Primary Building Daily Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events
8:30-9	LIBRARY MUSIC	COMPASS LEARNING LAB 8:30-9	SCIENCE P.E.	Reading Lessons Whole Group OR Rotating Small Groups	Reading Lessons Whole Group OR Rotating Small Groups
9-9:30		Reading Lesson			
9:30-10	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	COMPASS LEARNING LAB	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity
10-10:50	Reading/Math Whole Group OR Half Class at a time	Reading/Math Whole Group OR Half Class at a time	Reading/Math Whole Group OR Half Class at a time	Math Lessons Whole Group OR Half Class at a time	Math Lessons Whole Group OR Half Class at a time
10:50-11:40	LUNCH Story Time Rest Time	LUNCH Story Time Rest Time	LUNCH Story Time Rest Time	LUNCH	LUNCH
11:40-12:10				MUSIC 12-12:30 LIBRARY 12:30-1	Story Time Rest Time
12:10-1:45	Integrated Whole Group Activity OR Rotating Small Groups	Whole Group Activity ART 12:45-1:30	Integrated Whole Group Activity OR Rotating Small Groups	Reading/Math Integrated Activities	Reading/Math Integrated Activities
1:45-2:00	RECESS	RECESS	RECESS	RECESS	P.E. 1-1:30 SCIENCE 1:30-2
2:00-2:10	SNACK	SNACK	SNACK	SNACK	SNACK
2:10-2:35	Various Integrated Activities	Various Integrated Activities	Various Integrated Activities	Various Integrated Activities	Various Integrated Activities
2:35-2:55	Play Time	Play Time	Play Time	Play Time	Play Time

Name: J CARLSON Grade: KINDERGARTEN School Year: 2007-2008
"IT'S GREAT"

SAMPLE FULL-TIME KINDERGARTEN SCHEDULE

8:30 -- 9:15	Free play / Calendar / Morning Meeting
9:15 -- 10:15	Literacy Block (To, With, By) Reading: Focused Read Aloud, Guided Reading, Independent / Buddy Reading Writing: Write To, Interactive Guided Writing, Draft Book Writing, Publishing
10:15 -- 10:30	Recess
10:30 -- 10:45	Snack and Story
10:45 -- 11:45	Math Block (lesson and problem-based learning)
11:45 -- 12:05	Recess
12:05 -- 12:25	Lunch
12:25 -- 1:00	Quiet time and story
1:00 -- 2:00	Discovery Block (Art House, Writing, Math, Science, Play centers)
2:00 -- 2:15	Recess
2:15 -- 2:45	Special (Music, P.E., Library, Computers)
2:45 -- 3:00	Community Circle

Sample Letter to Kindergarten Parents on the First Day of School

Current Date

Dear Kindergarten Parents,

Here is a little "gift" for you as you leave your precious one with me on the first day of school. As you hold this cotton ball in your hand, the softness will help you to remember the gentle spirit of your child. After you've gone home (and dried your tears) make yourself a hot cup of tea. Put up your feet and relax. Remember that together you and I will work for your child to be the best they can be.

Thank you for entrusting your child to me for the coming school year. I will do my very best every day to be your child's guide in learning and exploring this bright, new world they've just stepped into.

Sincerely,

Teacher
Kindergarten
Harlem Elementary School

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http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=317&Q=123784&early_childhoodNav=%7C

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National Association for the Education of Young Children (NAEYC)
<http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea100.htm>

<http://www2.scholastic.com/browse/article.jsp?id=4134>

www.teachersfirst.com/100books.cfm

Transition Time, by Jean Feldman for songs and instructional activities.

The First Six Weeks of School, by Paula Denton and Roxann Kriete.

The Responsive Classroom, by Chip Wood.

Resources for Establishing and Managing Transitions

Transition Time, by Jean Feldman for songs and instructional activities.

The First Six Weeks of School, by Paula Denton and Roxann Kriete.

The Responsive Classroom, by Chip Wood.

GLOSSARY

Accelerated instruction: faster presentation of content to more closely match the speed at which gifted students learn.

Anecdotal record: informal record of a child's performance and/or interactions by the teacher.

Assessment: a broad term used to describe the gathering of information about student performance in a particular area.

Automaticity: fast effortless word recognition.

Brain-based learning: theory that is learning is based on the structure and function of the brain.

Choral reading: reading aloud in unison a specific passage with others.

Child-centered: Educational programs designed around the assumed characteristics and needs of the child, rather than of parents, teachers, or society.

Classification: ability to group objects by common attributes.

Cognitive development: the process, which begins at birth, of learning through sensory perception, memory, and observation.

Cognitively Guided Instruction (CGI): a problem-solving mathematics program designed to improve number sense and computation for students in Kindergarten through third grades.

GLOSSARY, Continued

Collaboration: a strategy used to teach students how to work in groups to accomplish a common goal.

Comprehension strategies: teaching through direct explanation, modeling, guided practice and application.

Concrete experiences: students use objects/manipulatives in hands-on activities to enhance learning.

Content Standards: generally set forth by the state, descriptions of learner goals and expected outcomes for specific content areas.

Conversation: dialogue between two or more people.

Cooperative learning: a teaching strategy combining teamwork with individual and group accountability. Working in small groups, with individuals of varying talents, abilities, and backgrounds, students are given one or more tasks. The teacher or the group often assigns each team member a personal responsibility that is essential to successful completion of the task.

Curriculum: a detailed plan for teachers that provides information on what students need to learn and become proficient at by the end of a particular unit of study.

Decentralization: The deliberate reassignment of decision-making authority from states or districts to local schools based on the beliefs that people who are closest to a situation make better decisions and that people work hardest when implementing their own decisions. The primary vehicle for school decentralization in recent decades has been site-based management, under which decision-making authority has been delegated to local schools, often accompanied by a requirement that schools establish representative school councils.

DEVELOP: essential learning expectations that are introduced and developed in the kindergarten year.

Diagnostic evaluation: an assessment used to identify a learner's specific areas of academic weakness or strength.

Differentiated instruction: seeks to maximize each student's growth by meeting their diverse and individual learning needs and style.

Direct instruction: an instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

Emergent: the beginning process of developing a new skill, which is not yet at a proficient level.

GLOSSARY, Continued

Environmental print: print found in the environment, such as store names, menus, and signs that has meaning to children.

Essential Learning Expectations (ELE): specific learning skills that are introduced, developed and become proficient for a learner by the end of the kindergarten year.

Essential Vocabulary: a basic list of words that learners need to be able to use, know and understand by the end of the kindergarten year.

EXPLORE: learning expectations that are introduced in the kindergarten year.

Fluency: ability to read text, accurately, quickly, and with expression and comprehension.

Formative evaluation: assessments designed to evaluate students on a frequent basis so that adjustments in instruction can be made to help them reach the targeted learning outcomes.

Frustration level: level at which materials may be considered too difficult for a student to read successfully, even when given assistance.

Grapheme: a letter or letter combination that spells a single phoneme. In English, a grapheme may be one, two, three, or four letters, such as e, ei, igh, or eigh.

Independent level: level at which a learner can successfully perform without assistance.

Integrated curriculum: a way of teaching and learning that does not depend on the usual division of knowledge into separate subjects. Both integrated curriculum and interdisciplinary curriculum are intended to help students see connections, but unlike an integrated curriculum, an interdisciplinary curriculum draws its content from two or more identifiable disciplines.

Instructional alignment: curriculum is aligned with standards, essential learning expectations and assessments.

Instructional level: level at which a learner can successfully perform if given necessary assistance.

Metacognition: knowledge (i.e., awareness) of one's cognitive processes and the efficient use of this self-awareness to self-regulate these cognitive processes.

Multiple intelligences: defines intelligence in eight areas: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

Number sense: counting, number words, order, positional size, shape, sorting, categorizing, and early geometry.

Onset: initial consonant (s) sound (s) of a syllable.

GLOSSARY, Continued

Partner reading: two students of similar ability read the same book, one finger pointing to the words, the other reads.

Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words.

Phonics: forms of instruction to cultivate the understanding and use of the alphabetic principle.

Phonological awareness: understanding of spoken word parts—syllables, onset, rime, rhyming and syllabication.

Play: an important part of the learning process that allows for teamwork, risk taking, and testing one's ability against others.

Portfolio: a collection of student work that demonstrates achievement for purposes of assessment.

Scaffolding: process where a child's learning occurs in the context of full performance.

Scientific process: ability to observe, predict, hypothesize, conduct an experiment and verify in a scientific setting.

Seriation: ability to place objects in order by length, weight or size.

Standards: identified learner goals and expected outcomes for specific content areas.

Strategies: a variety of methods used to increase student learning and success, which are based upon current performance and individual needs.

Student-led conference: a variation of the usual parent-teacher conference in which the student plays a major part. The student prepares for the conference and leads it by showing the parents or family members samples of her work, often in the form of portfolios, and discussing areas of strengths and weaknesses.

Syllables: word part that contains a vowel; or in spoken language, a vowel sound.

Theme-based study: a unit of instruction focused on a given theme that integrates all curricular areas aligned to specific learner goals and expected outcomes (i.e., Community and Family).

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Montana Full-Time Kindergarten
Model Curriculum Guide

August 2008

Prepared by the Montana Office of Public Instruction
Linda McCulloch, Superintendent

Draft

GLOSSARY, Continued

A Glossary of Gifted Education

<http://members.aol.com/svennord/ed/GiftedGlossary.htm#A>

Lexicon of Learning

<http://www.ascd.org/portal/site/ascd/menuitem.5a47c86b3b7b44128716b710e3108a0c/>

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<http://en.wikipedia.org/wiki/Metacognition>